**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade:**  One | | | **Date(s)**:  August 27th-31st |
| **Unit Title:**  Wanted: A Few Good Friends | | | **Corresponding Unit Task:**  Task One: Create a song | | |
| **Essential Question(s):**   * Why is it important for good readers, writers, and speakers to remember the important details when retelling a story, poem, or informational text? * How do illustrations help good readers locate and remember the important details in a story? * How does using capital letters at the beginning of a sentence and correct punctuation at the end of a sentence help writers communicate their ideas more clearly? * Why is it important for good listeners to give others the opportunity to speak when we are sharing ideas? * How can drawing pictures help us better communicate our ideas, thoughts, feelings, and understandings? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  -*Brand-new Pencils, Brand-new Books* by Diane deGroat  -*The Crayon Box that Talked* by Shane Derolf  -chart paper  -student paper and pencils  -student names printed  -*I’m Special, I’m Me*  -crayon cutouts/one large crayon box cutout  -Beach ball, chalk | | | | -rule  -citizen  -author  -main idea  -key details  -character  -retelling  -punctuation  -capital/lowercase  -sentence | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Reading**  **Standards: RL.1.2**  **I Can Statement(s):**I can retell the main idea and details of a story/I can describe characters in a story/I can help create important class rules  **Instructional Plan:**  Monday 8/27-Discuss how we are citizens of this classroom and we must treat our room and each other with respect (discuss meaning)….What are rules? Why do we have them?-Why are they important to a classroom? Discuss with partners rules that you already know to follow. Read aloud *Brand-New Pencils, Brand-New Books* through the page with the rules-begin creating an anchor chart about the main idea and details and describe the characters-whose friend would you want to/not want to be-why? Look at the page with the rules and discuss if we agree or disagree-begin brainstorming rules we should have in groups.  Tuesday 8/28-Review what we discussed yesterday and what had happened in our book. Reread the page with the rules and share what we talked about rules in our group. Finish reading the story aloud and add more to our main idea/details chart. Discuss the beginning, middle, and end and why rules were important to the story…and why they’re important to our room. On chart paper, brainstorm rules that we think are important to our room. Discuss each and ask students to act out following and not following each rule. Vote on the top five most important rules and write them on clean chart paper together. Students will sign off on our rule promise.  Wednesday 8/29-Review the list of rules that we created together and discuss each with partners. Read aloud *The Crayon Box that Talked* and discuss bad choices being made in the story…what could they do to be better friends/follow rules? Introduce our song task for the rest of the week.  Thursday 8/30-Explain our song task-we need to create any type of song that tells about our rules…play several examples of songs then split students into small groups…give each group time to brainstorm together then share out. Use small groups ideas to begin to write one rule song together.  Friday 8/31-Review what we created for our song yesterday. Finish writing and checking our song together on chart paper. Practice reading together then practice singing together. After practicing several times, students will create props with important words to hold up during performing. Perform the song to be filmed with digital camera. | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Writing**  **Standards:** W.1.1  **I Can Statement(s):** I can use my writing to share about myself. I can tell a lowercase letter from a capital letter. I can use punctuation at the end of a sentence.  **Instructional Plan:**  Monday 8/27**-**The rules that we are creating are helpful for reminding us how to be good friends and make good choices…but to be good friends, we also have to get to know more about each other! Can you think of a way that we could share more about ourselves? Model introducing myself speaking in complete sentences-model describing about looks and personality. Pair students up and ask them to talk and introduce themselves to their classmates. Model creating a name map-color in letters then write words around name that would describe you. Pass out print outs of student names in bubble letters and allow them to create their name map.  Tuesday 8/28-Today, we created our own class rules…now, I want you to picture in your head what our room would look like without any rules at all! Talk to shoulder partner-how would a room with rules be different? Model folding a paper to create two sides. Review what it means to be a good citizen-a good member of our group! Model illustrating/writing I am a good citizen when…. on one side and I am not being a good citizen when… on the other. Students will complete their own good citizen comparisons.  Wednesday 8/29-Review the message from our *Crayon Box that Could Talk* book today---we are each special and good at different things…Read aloud *I’m Special, I’m Me* and discuss how our class will work if we all appreciate one another and work together. Model filling out a blank crayon with a sentence and illustration about something that makes me special. Each student will complete their crayon and we will post them in our crayon box board together.  Thursday 8/30-We’ve been looking at how rules can help our class and help us to be good citizens…good behavior can also help us to become good friends! Today and tomorrow, we are going to think about how we can make ourselves and our classmates happy. Read aloud *How Full is Your Bucket for Kids?* And discuss how we each have an invisible bucket. Talk to a shoulder partner about a time that you were a good friend or someone else was a good friend to you. Model writing about a time that someone did something nice to me-think aloud about how it made me felt. Students will write and illustrate a time that someone filled their bucket and write a word that describes how they felt.  Friday 8/31-Review our bucket book yesterday and how we thought about a time someone filled our bucket and how it made us feel. Read aloud *Have you Filled a Bucket Today?* and discuss similarities and differences in our book yesterday. Model filling in a blank drop with an illustration and sentence about how to fill someone else’s bucket. Students will complete their own drops and we will post them in a cutout bucket board. Introduce our class bucket and marbles and explain how it works throughout the year. | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared * Guided Practice   X Independent | **Word Study**  **Standards:** L.1.1  **I Can Statement(s):** I can practice stretching out and forming capital and lowercase letters.  **Instructional Plan:**  Monday-Friday:  \*\*\*After modeling, students will work on creating alphabet book pages for A, B, C, and D🡪 Review formation of each lowercase and capital letter, review each sound, students will neatly write one letter a page then illustrate something that begins with the sound.  \*\*\*Teacher will pull students for assessments | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Speaking & Listening**  **Standards:** SL.1.1, SL.1.4  **I Can Statement(s):** I can introduce myself to my peers. I can learn about my new friends. I can participate respectfully in class.  **Instructional Plan:**  Monday 8/27-Beach Ball Introductions-Go outside to blacktop and form a large class circle…Students will write their names in chalk in front of where they stand…we will toss a beach ball-only the person with the beach ball may talk-you may say a complete sentence about yourself or ask a complete question of a classmate. Review what it looks like to be a good listener-what is your whole body doing?  Wednesday 8/29-Before posting crayons on our board, students will get in groups of 3-4. Each student shares what they wrote and explain why they chose to share that about themselves. Groups will discuss if they are good at the same things or if they are good at different things. Ask groups to share how they could help each other-model!  Friday 8/31-This is me box-model filling a box with illustrations of things that tell about me. (pre-teach this Thursday so students may bring things in). Each student receives a box to fill with things about them. Take turns on the carpet so that each student gets a chance to share about themselves and practice respectful listening. Record on a paper what each student shares to compare at the end of the year. | | | | |
| **Closing/Summarizing Strategy** | Review all anchor charts/boards that we created around the room.  Review carpet partner procedures and ask students to share with shoulder partners one way to add a drop to someone’s bucket. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| -Create a class community quilt  -Begin an anti-bullying service learning project | | -After task one rearrange partners/groups/seats based on assessments  -Visuals/Pre-exposure to language for ELLs | | | -Begin adding vocabulary to word walls with picture cues  -Begin our complete sentences only rule |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  WTW spelling assessment, Concepts about Print, Letter ID, Word ID, DIBELS, DRA | | | | | |
| **Teacher Reflection:** (Next steps?)  -Embed procedures and expectations in ALL activities  -Include PBIS lessons/procedures when discussing rules  -Begin a class list of books read?/Reading takes you places map | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*